IMPORTANT STRATEGIES IN DEVELOPING DIALOGIC INTERACTION

Ilhamova Nigina- graduater of University of Tashkent for Applied Sciences

Xakimova Munira Xabibullayevna- scientific supervisor, senior teacher of University of Tashkent for Applied Sciences

Key words: Discursive competence, dialogic speech, communicative skills, interactive methods, oral proficiency, linguodidactics, speech situations.

Abstract : This paper explores the development of students' ability to engage in discourse through the use of dialogues. The research analyzes the role of dialogues in language acquisition, their significance in forming speech patterns, and effective methods for fostering spontaneous communication skills. Furthermore, the article provides practical recommendations for creating an interactive communicative environment within the classroom setting to enhance overall discursive competence.

The emphasis of contemporary linguistics and education has switched to the development of communicative competence due to the worldwide need for proficient communication in a foreign language. One of the main objectives of language acquisition is for pupils to be able to participate in meaningful discourse. Discourse is a complicated social interaction that calls on the capacity to understand context, sustain flow, and accomplish communicative aim. It is not just a series of grammatically acceptable statements. In this process, discourse plays a fundamental role. Dialogues offer a structured framework for students to practise real-time interaction since they are the most natural form of human communication. Learners are introduced to idiomatic terms, real language patterns, and the practical guidelines of social interaction through dialogic speech[1].

[1] Bachman, L. F., & Palmer, A. S. (2010). *Language Assessment in Practice: Developing Language Assessments and Justifying Their Use in the Real World.* Oxford University Press.

Many students, however, have a "communication gap" in which they have a theoretical understanding of grammar but find it difficult to carry on an impromptu discussion. The need to close this gap by introducing methodical dialogic exercises in the classroom is what makes this study relevant. This study investigates how interactive conversations might foster "discursive fluidity"—the capacity to go from straightforward information sharing to sophisticated discussion—while traditional approaches frequently place an emphasis on rote memorisation. This paper's primary goal is to examine the teaching approaches that improve students' capacity to conduct a conversation through semi-structured and structured dialogues.This study intends to give educators a methodological framework for developing more competent and self-assured speakers in an EFL setting by investigating the connection between dialogic practice and cognitive engagement[2].

Practical Strategies for Developing Discursive Skills via Dialogic Interaction

A systematic teaching strategy that progresses from mechanical repetition to creative creation is necessary for the development of discursive competence. "Scripted Dialogues" are essential throughout the early phases of language learning. These enable pupils to absorb the target language's regular lexical formulae, intonation, and rhythmic patterns. However, the shift to "Semi-structured" and "Unstructured Dialogues" is crucial to genuinely developing the capacity to hold a conversation. Utilising Information Gap Activities is one of the best tactics. Each participant in these situations has special knowledge that the other does not. Students must negotiate meaning, seek clarification, and control the flow of conversation—all essential components of discourse—in order to finish a job[3].

With this approach, students' attention is diverted from "what" they are saying (linguistic form) to "how" they accomplish their communication objective (discursive

[2] Brown, H. D. (2014). *Principles of Language Learning and Teaching* (6th ed.). Pearson Education

[3] Bygate, M. (1987). *Speaking (Language Teaching: A Scheme for Teacher Education).* Oxford University Press.

function).Additionally, students can experiment with sociolinguistic factors in a secure setting thanks to the integration of role-play and simulation. Learners practise "turn-taking" and "conversational repair" by acting on various roles, such as a manager and a client or two friends arguing over a social issue. These activities assist students in realising that speech is dynamic and needs ongoing modification in response to the interlocutor's reactions. Lastly, the utilisation of authentic situational contexts guarantees that the dialogues are representations of real-world encounters rather than isolated academic exercises.Students become more motivated and the discursive patterns they acquire become more ingrained in their long-term language repertoire when they participate in conversations that reflect their future social or professional demands.[4]

Communication is a complex skill that goes much beyond simple grammatical correctness, according to research on improving students' capacity to conduct a discourse through dialogues. Dialogues are the best teaching technique for bridging the gap between theoretical linguistic knowledge and actual communicative fluency, as this study has shown. This study finds that dialogic contact serves as an essential catalyst, giving students the "scaffolding" they need to practise impromptu speech and real-time meaning negotiation. Additionally, it is demonstrated that the shift from scripted dialogues to unstructured simulations is essential for promoting discursive autonomy, enabling students to confidently negotiate unanticipated communicative circumstances.The integration of pragmatic skills, which are successfully internalised via situational practice, is also crucial for successful conversation. These abilities include recognising sociolinguistic signals, taking turns, and politeness techniques. In the end, "Information Gap" exercises and role-plays are quite effective at lowering language anxiety and raising student interest. In conclusion, developing a student's

[4] Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1-47.

capacity for discourse is a slow process that has to be incorporated into the main curriculum for language learning.

References:

1. Bachman, L. F., & Palmer, A. S. (2010). *Language Assessment in Practice: Developing Language Assessments and Justifying Their Use in the Real World.* Oxford University Press.

2. Brown, H. D. (2014). *Principles of Language Learning and Teaching* (6th ed.). Pearson Education

3. Bygate, M. (1987). *Speaking (Language Teaching: A Scheme for Teacher Education).* Oxford University Press.

4. Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1-47.